

## LITTLE MOUNTAIN ELEMENTARY

692 Mill Street  
Little Mountain, SC 29075

**GRADES** K-5 Elementary School

**ENROLLMENT** 273 Students

**PRINCIPAL** Rudie Tarver 803-945-7721

**SUPERINTENDENT** Dr. V. Keith Callicutt 803-321-2600

**BOARD CHAIR** Lee Attaway 803-345-7083

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
22	8	0	0	0

#### IMPROVEMENT RATING:

**GOOD**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

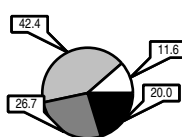
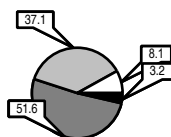
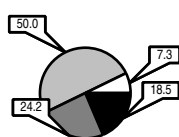
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Below Average	N/A
2002	Excellent	Below Average	N/A
2003	Excellent	Good	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	23	31	20
Percent satisfied with learning environment	87.0%	87.1%	84.2%
Percent satisfied with social and physical environment	95.5%	77.4%	65.0%
Percent satisfied with home-school relations	100.0%	77.4%	90.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	129	100.0	8.1	37.1	51.6	3.2	54.8	17.6
Gender								
Male	65	100.0	9.5	38.1	47.6	4.8	52.4	17.6
Female	64	100.0	6.6	36.1	55.7	1.6	57.4	17.6
Racial/Ethnic Group								
White	108	100.0	6.7	31.4	58.1	3.8	61.9	17.6
African-American	19	100.0	16.7	66.7	16.7	N/A	16.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	114	100.0	5.6	38.9	53.7	1.9	55.6	17.6
Disabled	15	100.0	25.0	25.0	37.5	12.5	50.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	129	100.0	8.1	37.1	51.6	3.2	54.8	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	128	100.0	8.1	36.6	52.0	3.3	55.3	17.6
Socio-Economic Status								
Subsidized meals	27	100.0	12.0	68.0	20.0	N/A	20.0	17.6
Full-pay meals	102	100.0	7.1	29.3	59.6	4.0	63.6	17.6

Mathematics								
All students	129	100.0	7.3	50.0	24.2	18.5	42.7	15.5
Gender								
Male	65	100.0	6.3	44.4	25.4	23.8	49.2	15.5
Female	64	100.0	8.2	55.7	23.0	13.1	36.1	15.5
Racial/Ethnic Group								
White	108	100.0	4.8	46.7	28.6	20.0	48.6	15.5
African-American	19	100.0	16.7	72.2	N/A	11.1	11.1	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	114	100.0	5.6	50.9	25.9	17.6	43.5	15.5
Disabled	15	100.0	18.8	43.8	12.5	25.0	37.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	129	100.0	7.3	50.0	24.2	18.5	42.7	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	128	100.0	6.5	50.4	24.4	18.7	43.1	15.5
Socio-Economic Status								
Subsidized meals	27	100.0	12.0	76.0	4.0	8.0	12.0	15.5
Full-pay meals	102	100.0	6.1	43.4	29.3	21.2	50.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced and Proficient
English/Language Arts							
2002	Grade 3	49	N/A	N/A	27.1	68.8	4.2
	Grade 4	36	N/A	5.6	41.7	47.2	5.6
	Grade 5	43	N/A	9.3	58.1	27.9	4.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	47	100.0	6.5	32.6	52.2	8.7
	Grade 4	49	100.0	10.6	36.2	53.2	N/A
	Grade 5	33	100.0	6.5	45.2	48.4	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics							
2002	Grade 3	49	N/A	4.1	32.7	26.5	36.7
	Grade 4	36	N/A	8.3	33.3	33.3	25.0
	Grade 5	43	N/A	20.9	48.8	20.9	9.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	47	100.0	10.9	45.7	26.1	17.4
	Grade 4	49	100.0	4.3	48.9	25.5	21.3
	Grade 5	33	100.0	6.5	58.1	19.4	16.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 273)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	1.6%	2.4%
Attendance rate	97.0%	Down from 97.5%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	33.8%	Up from 31.8%	30.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.5%	Up from 3.9%	6.7%	8.0%
Older than usual for grade	N/A	N/A	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 21)				
Teachers with advanced degrees	47.6%	Down from 55.0%	54.9%	50.0%
Continuing contract teachers	85.7%	Down from 90.0%	84.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	92.6%	Up from 88.6%	87.0%	86.2%
Teacher attendance rate	95.7%	Up from 90.1%	95.7%	95.3%
Average teacher salary	\$38,740	Up 1.8%	\$41,667	\$39,909
Prof. development days/teacher	9.6 days	Down from 12.6 days	10.8 days	11.4 days

School				
Principal's years at school	15.0	Up from 14.0	5.5	4.0
Student-teacher ratio	16.9 to 1	Down from 17.6 to 1	20.6 to 1	18.9 to 1
Prime instructional time	91.6%	Up from 86.0%	91.3%	89.7%
Dollars spent per pupil*	\$5,801	Up 8.2%	\$5,778	\$5,892
Percent spent on teacher salaries*	67.0%	Up from 65.2%	67.3%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Little Mountain Elementary is located in the southeastern section of Newberry County. Our school serves 270 students, kindergarten through fifth grade. Math and science programs are enriched with hands-on activities from sources such as FOSS, AIMS, and GEMS. A phonics-based approach is used in K-2nd grade as a foundation for reading. Trade books, Accelerated Reader, and computer programs enhance the learning of all students. A publishing center and the use of rubric assessments have helped improve students' writing. Some accomplishments are as follows:

- We became accredited by Southern Association of Colleges and Schools and achieved Schools of Promise Flagship status in the spring of 2000.
- Students read 23,283 Accelerated Reader books and earned 19,447.1 points.
- Student's and faculty raised over \$4,429 for Jump Rope for Heart, Leukemia Society, and St. Jude's Math-A-Thon.
- Four grants were written by teachers and funded.
- Giraffes and Second Step violence prevention programs were used.

Teachers have participated in much professional development in a variety of areas. Most teachers hold advanced degrees while others are working towards this goal. One teacher has completed National Board Certification. Eleven teachers participated in the South Carolina Reading Initiative. During the next school year, our teachers will be participating in professional reading study groups and applying best practices across the grade levels.

Our faculty has worked diligently to enable our students to enjoy and appreciate the arts through field trips, assemblies, and community involvement. Students participated in many school-to-work activities. Parents and community members further educated students by sharing experiences about their jobs during career fair. Our school's slogan, "Where Learning is Always in Bloom," reminds our students that learning never stops. Little Mountain Elementary's PTO and community work hard to keep our students continuously learning.

Rudie Tarver, Principal

Little Mountain Elementary

June 5, 2003

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.